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ABSTRACT

The program to Prepare Teachers for Multi-Cultured Secondary Schools (MULTI-CUL) at Ball State University provides an alternative, elective program open to all enrollees in secondary education who wish to prepare for teaching their subject matter specialities in schools serving adolescents from a variety of cultural, religious, social, and ethnic groups. The MULTI-CUL minor was structured as a four year program to parallel the regular program for secondary education students. The MULTI-CUL program places emphasis on merging campus class work with field experiences, planned visits on a continuing basis to schools representing different cultural characteristics, adaptation of course content in secondary education to goals of the program, utilization of resource people and flexible seminars, and provision for laboratory experiences appropriate to the program in each of the four years of undergraduate preparation. Advisement relates to use of electives, assignment to laboratory settings, and individual development of students. Instruction is carried on by personnel with interests and qualifications related to the program drawn from many areas of the university. Public school teachers serving as classroom supervisors of laboratory experiences are selected specifically for the program. Prestudent teaching and student teaching experiences occur in schools with large multi-cultured student enrollments. (Author/RC)

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BALL STATE UNIVERSITY

PRESENTS

A PROGRAM TO PREPARE

TEACHERS FOR MULTI-CULTURED SECONDARY SCHOOLS

Muncie, Indiana

December 5, 1975

SP009 954

BALL STATE UNIVERSITY PRESENTS

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INDEX

	Page (s)
PREVIEW STATEMENT	1-2
BACKGROUND	3-4
A. Program Development	5-6
PROGRAM CHARACTERISTICS	7
A. Program Objectives	8
B. Administration of the Program	9
CURRICULUM	10
A. Diagram of Program Design	10
B. Multi-Cul Minor and the Required Sequence	11
C. First Year	12
D. Second Year	12
E. Third Year	13
F. Fourth Year	13
G. Special Competence in A Teaching Field	14
H. General Studies to Support Program Choice	15
INITIAL ASSIGNMENT	16
DEVELOPMENTAL ASSIGNMENTS	17
INTEGRATED BLOCK	18
CULMINATING ASSIGNMENT	18
AFTER GRADUATION	19
SPECIAL CONSIDERATIONS	19
A. Instructional Personnel	19
B. Development and Support	20
C. Students Who Select MULTI-CUL	21-23
D. Budget Factors	23

	Page (s)
E. Evaluation Procedures	24-26
SUMMARY OF PROGRAM ACHIEVEMENTS	26-29
FINAL STATEMENT	30
REFERENCES	31
APPENDIX A	
Lists of Assisting Personnel	32-35
APPENDIX B	
Excerpts from Letters of Support	36-39
APPENDIX C	
Printed Program Information	40-42

BALL STATE UNIVERSITY PRESENTS

A PROGRAM TO PREPARE

TEACHERS FOR MULTI-CULTURED SECONDARY SCHOOLS

PREVIEW STATEMENT

The Program to Prepare Teachers for Multi-Cultured Secondary Schools (MULTI-CUL) at Ball State University enrolled its first students in the Spring Quarter, 1973. Its intent was to provide an alternative, elective program open to all enrollees in secondary education who wished to prepare for teaching t ubject matter specialities in schools serving adolescents from a variety of cultural, religious,social, and ethnic groups. The MULTI-CUL minor was structured as a four-year program to parallel the regular one for secondary education students. Its uniqueness has inhered in its emphasis on merging campus class work with field experiences, planned visits on a continuing basis to schools representing different cultural characteristics, adaptation of course content in secondary education to goals of the program, utilization of resource people and flexible seminars, and provision for laboratory experiences appropriate to the program in each of the four years of undergraduate preparation.

The MULTI-CUL program limits enrollment to thirty new students each year. Recruitment is carried on selectively and advisement relates to use of electives, assignment to laboratory settings and individual development of students. Instruction is carried on by personnel with interests and qualifications related to the program drawn from many areas of the University. Public school teachers serving as classroom supervisors of laboratory experiences are selected specifically for the program. Field experiences include trips to Cincinnati, Chicago, Gary, Indianapolis and Fort Wayne, as well as to locations closer to the University. Special courses, as well as others on regular programs adapted in content

and structure, serve the MULTI-CUL students. Pre-student teaching and student teaching experiences occur in schools with large multi-cultured student enrollment.

Enrollment in the program has been at the maximum level since its inception. Ninety-three students have been admitted to date, with thirty more to be added in the Spring Quarter, 1976. Each of the nine graduates of the program is currently employed, and employers are already competing for this year's graduating group.

The need for teachers prepared to teach in multi-cultured schools has been recognized in recent years by a variety of national groups and agencies. Students at Ball State University have responded well to the opportunity offered by the program. Public school personnel have supported the MULTI-CUL goals through assisting in the instructional program and its evaluation and by hiring the graduates. The Faculty of the University have cooperated in making it a success, and administrative officers have supported the program to the extent that its introduction and continuation have never been dependent upon outside funding.

Ball State University has responded to a crucial need for teachers who can function effectively in multi-cultured secondary schools. The model is simple and flexible enough to be applied in most secondary education programs. Its history of success commends it to other institutions involved in teacher education.

BACKGROUND

Ball State University has provided leadership in development of quality teacher education programs for over half a century. In the Autumn of 1970 the Department of Secondary, Higher and Foundations of Education in the Teachers College began to explore possibilities for development of a program to prepare secondary education students for teaching in multi-cultured secondary schools. The move at Ball State University received encouragement from other efforts throughout the United States relating to the concept of multi-cultural education which were taking form at that time. In an article in the AACTE Bulletin, (November 1971), the American Association of Colleges for Teacher Education had selected Multi-Cultural Education as a priority item. This article, which was titled "Multi-Cultural Education: An AACTE Priority", provided many ideas which guided development and refinement of the final program proposal.

Program development in multi-disciplinary areas is rewarding but difficult. Encouragement to continue the effort came from the Journal of Teacher Education which devoted one entire issue to Multi-Cultural Education; the fact that AACTE continued its direct interest in this by publication of Multi-Cultural Education Through Competency - Based Teacher Education,[2] (one of the black editor writers for this book presently serves as the director of the Multi-Cultural program at Ball State University) and the persistence in American public education of the very problems which led our department to study this area of concern.

From its inception the program was grounded in the conviction that a lasting impact on students in this very complex area of development could be achieved only through a longitudinal program. A single isolated course "here or there" in a four-year program would not make the lasting differences hoped for. Thinking of our early program planners was characterized by the following quotations

from the objectives and assumptions of multi-cultural programs from segments of AACTE's official statement on multi-cultural education.

> "If cultural pluralism is so basic a quality of our culture, it must become an integral part of the educational process at every level. Education for cultural pluralism includes four major thrusts: (1) the teaching of values which support cultural diversity and individual uniqueness (2) the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socio-economic and political life (3) the support of explorations in alternative and emerging life styles and (4) the encouragement of multi-culturalism, multi-lingualism, and multi-dealectism. While schools must insure that all students are assisted in developing their skills to function effectively in society, such a commitment should not imply or permit the denigration of cultural differences . . .
>
> Colleges and universities engaged in the preparation of teachers have a central role in the positive development of our culturally pluralistic society. If cultural pluralism is to become an integral part of the educational process, teachers and personnel must be prepared in an environment where the commitment to multi-cultural education is evident. Evidence of this commitment includes such factors as a faculty and staff of multi-ethnic and multi-cultural character, a student body that is representative of the culturally diverse nature of the community being served, and a culturally pluralistic curriculum that accurately represents the diverse multi-cultural nature of American society . . .
>
> Multi-Cultural education programs for teachers are more than special courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experience provided for prospective teachers."[3]

The program which was designed and implemented at Ball State University is characterized by these concepts: (a) it is designed to prepare teachers for secondary schools which are typically multi-cultural institutions; (b) it is a total four year program; (c) it is identified as a minor area of study in the professional field of education; and (d) it is made available to all prospective secondary school teachers regardless of major area concentration.

A fundamental principle that guided development of the program is, <u>that cultural pluralism is significant not only to social studies teachers but also to every individual teacher and every subject discipline within the total secondary school structure each of which must share responsibilities for assisting</u>

students to function effectively in a pluralistic society. To foster and encourage multi-culturalism, Ball State University students pursuing this program are provided with a variety of experiences through which each may visit, observe and participate directly in communities and schools which are multi-cultured. This thread of consistency enables every student to value the concept of cultural pluralism and to view cultural difference as a characteristic of our society which must be preserved. The goal of the program is not to transform students from different backgrounds into a single cultural mold.

Program Development

All educational program development must be cognizant of changes in the needs of society. Although Ball State University has graduated approximately 1,200 secondary teachers each year, the student body has not been composed of a large percentage of physically distinguishable ethnic groups. Follow-up studies indicated that large numbers of beginning teachers were employed in multi-cultured junior and senior high schools. Moreover, graduates reported a need for some type of "special" preparation for these demanding assignments. Faculty in the secondary education department who developed the program recognized that there are important tasks related to multi-cultural education which relate to all schools and to all teachers. However, they believed that the strongest contribution in this area to be made by Ball State University would be development of a specific alternative program which could be elected by secondary teacher education students interested in such specialized preparation.

After conducting and analyzing follow-up studies and interviews with both inservice and preservice teachers, a special committee within the Department of Secondary, Higher and Foundations of Education developed program purpose statements, goals and guidelines for specific course development, and the overall design for a total program. In early December of 1971, a questionnaire was developed and administered to assess the level of interest of prospective

secondary school teachers at Ball State University in such a program. Results were very encouraging, for almost 300 students wished to know more about such a program. Many recommended provision of such an option at Ball State University, and a sizeable number indicated that they would have selected such a program had it been available. This initial survey of student interest, the reports of first year teacher studies, and articles which were appearing in national periodicals supported the conclusion that a program should be initiated to prepare teachers for multi-cultured secondary schools.

The decision to proceed made it necessary for the Department of Secondary, Higher and Foundations of Education to work cooperatively with a variety of departments throughout the university. At Ball State University, major control for secondary teacher education programs rests with academic disciplines, for it is in the discipline that the major area of study is developed and specialized methods classes are provided. Although cooperative development was an arduous task which required considerable time and energy from beginning to end, a precedent existed at Ball State University in the form of an experimental teacher education program designed to prepare elementary teachers for disadvantaged schools (TOD). Some components and ideas which had been successful in the TOD program could be incorporated into a multi-cultural program for secondary teachers. The proposal was completed and approved for implementation in the Spring of 1972.

Although the program was initiated in the fall quarter of 1972, its design did not allow for registration of the first class until the Spring Quarter of 1973. The original proposal specified that a maximum of 30 students could be admitted to the program each Spring Quarter, resulting in the potential maximum of approximately 120 students pursuing the MULTI-CUL program.

The remainder of this proposal will spell out specific characteristics of the program and provide data related to its successful implementation.

PROGRAM CHARACTERISTICS

Assumptions underlying the Program to Prepare Teachers for Multi-Cultured Secondary Schools emphasize the importance of cultural pluralism in our society and the need for direct experiences with a variety of cultures. They are stated below:

1. Expanded and specific exposure to many differing cultures and to multi-cultured secondary schools for teachers today and in the future is necessary.

2. Cultural pluralism is a reality in the contemporary society of the United States.

3. A program oriented to multi-culturism can make a difference in the preparation of potential teachers.

4. New educational paradigms are needed to achieve our educational potential and these must include a variety of direct laboratory assignments.

5. Experiential involvement of students is preferred to a program in which vicarious learning is the dominant learning process.

6. Education of teachers can be made relevant to today's students and their needs.

7. Experiential involvement of the faculty in the "other cultures" is desirable; in most instances, imperative.

8. Meaningful laboratory experiences for the teacher candidate must begin early in the educational program.

9. Contact between teacher candidates and supportive college personnel should be extended into the initial employment when possible.

10. All knowledge and desired experience cannot be under the direction of others and provided prior to one's own acceptance of the full responsibility of a teaching position; self-direction and student-initiated learning experiences are essential.

11. Direct experiences and classroom instruction cannot be added as extras to the existing teacher preparation curriculum; rather they must be incorporated directly into the program and extend throughout the period of time devoted to teacher preparation.

12. Teacher education should reflect the precept that education is for and about people.

Program Objectives: Competencies Acquired by Students

The objectives of the program derive from the assumptions, needs and values that permeate the conceptual model of the program. Objectives of the Program to Prepare Teachers for Multi-Cultured Secondary Schools follow:

1. Knowledge of the variety of social, political and economic backgrounds represented in multi-cultured schools.
2. Awareness of common "fracture lines" evident in the operation of multi-cultured schools.
3. A first-hand knowledge of the wide range of student expectancies in multi-cultured schools.
4. Skill in applying various types of instructional strategies and processes appropriate for multi-cultured classrooms.
5. Ability to analyze one's own values as they relate to values exhibited by students and faculty in multi-cultured schools.
6. Ability to relate to and identify with adolescents from a variety of cultural backgrounds.
7. Knowledge and understanding of the organization of the total community for educational ends.
8. Ability to organize and plan educational experiences (curriculum) which attempt to meet needs of the total spectrum of students attending multi-cultured schools.
9. Ability to apply educational psychology to learning and teaching in multi-cultured classrooms.
10. Ability to plan and carry out inter-disciplinary instructional strategies and lessons.
11. Ability to provide students with evidence and/or experiences that break sterotypes about certain groups.
12. Ability to select subject matter content and materials that foster cultural pluralism.
13. Ability to recognize both conscious and unconscious racists behavior and racist classroom materials.
14. Knowledge and understanding of the organization of a total school system.
15. Development of the early stages of a teaching philosophy that involves cultural pluralism. Awareness and understanding of the relationship between a philosophy of teaching and the acts of teaching.

Administration of the Program

Two participatory models are utilized to facilitate communication among administrative units involved in the program and to provide for needed program evaluation and adjustment.*

1. The Dean of each college which has teaching majors and minors has been asked to appoint two (2) collegiate representatives to work with the Director of the Program for the Preparation of Teachers for Multi-Cultured Secondary Schools.

2. Each department participating in the program has been invited to identify an official "liaison person" with whom the Director of the Program for the Preparation of Teachers for Multi-Cultured Secondary Schools may consult regarding implementation of the total program.

To provide a suitable vehicle to identify students and to recognize their special interests and efforts, the program is provided as a departmental minor in the Department of Secondary, Higher and Foundations of Education. Input from many instructional areas throughout the entire University is built into the administrative structure. Actual leadership and management of the program is assigned to a faculty member identified as the Director of the Program for the Preparation of Teachers for Multi-Cultured Secondary Schools. Responsibilities assigned to the Program Director include: (1) communication with instructional departments throughout the University, (2) establishment of an advisory board, (3) identification of liaison faculty, (4) recruitment and identification of potential students, and (5) establishment of effective times for scheduling classes. Other appropriate responsibilities are assigned by the Chairman of the Department of Secondary, Higher and Foundations of Education as the program grows and develops.

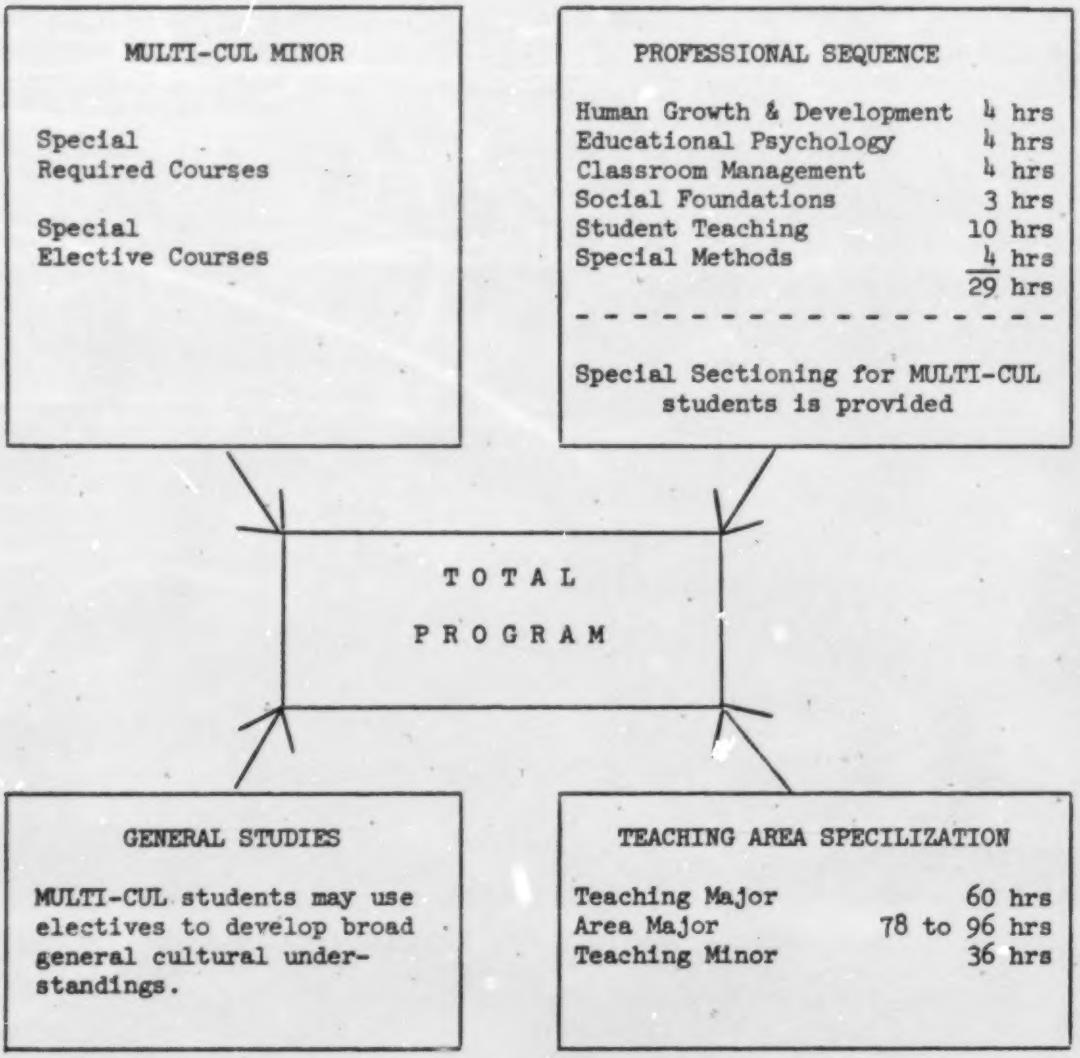
* These management systems were designed to eliminate problems which could develop with regard to scheduling, to the identification of students, to the development of selection criteria, to the appropriate and effective evaluation of the program, to communication and to the planning of block experiences and team efforts.

THE CURRICULUM

Ability to combine the existing professional sequence and the specially designed professional MULTI-CUL minor is an important element in the strength of the curriculum. Special sections of some required courses are arranged. The following two diagrams illustrate the inter-dependence of all curriculum components.

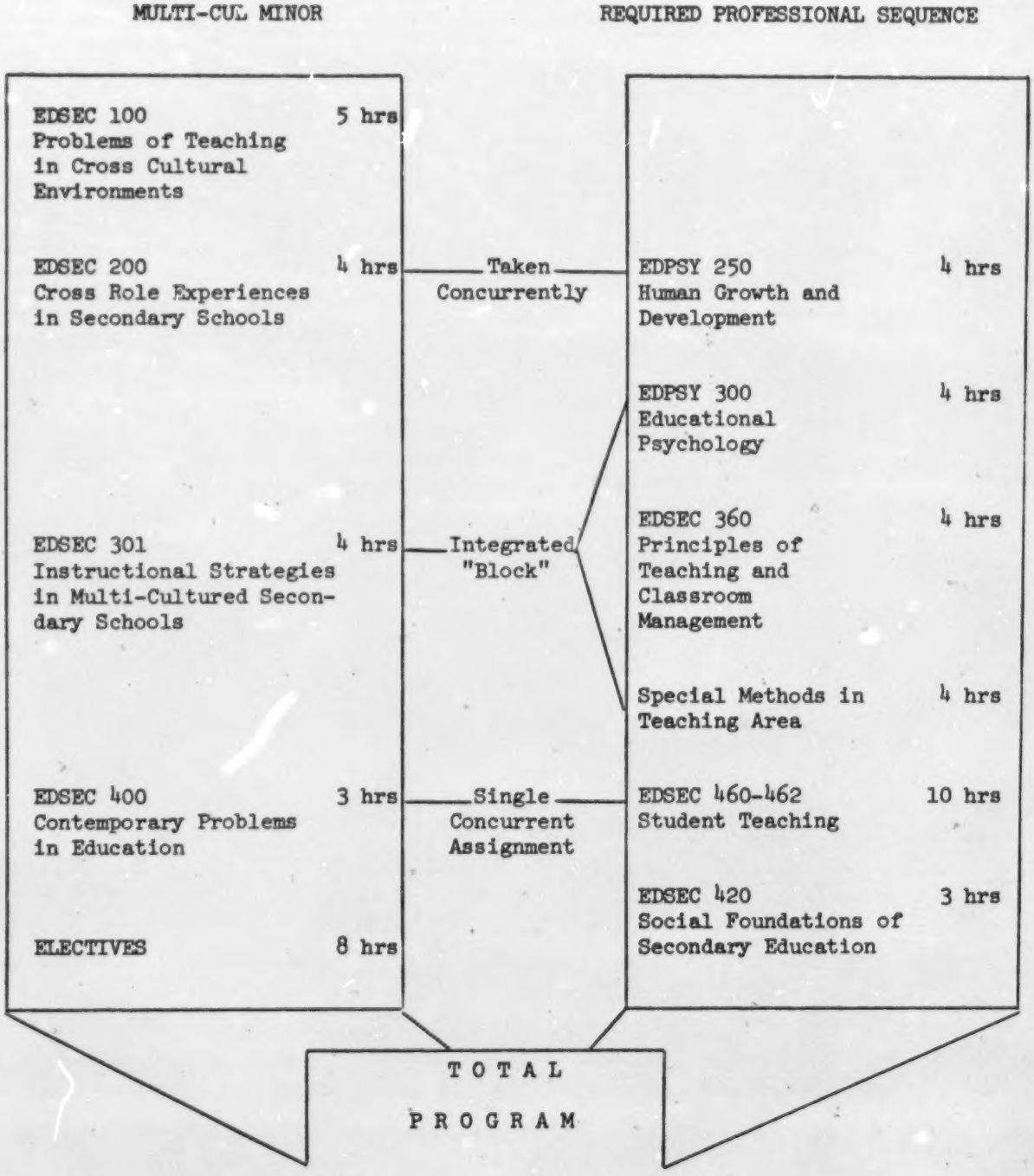
T O T A L

P R O G R A M D E S I G N


MULTI-CUL MINOR
Special
Required Courses
Special
Elective Courses
PROFESSIONAL SEQUENCE
Human Growth & Development 4 hrs
Educational Psychology 4 hrs
Classroom Management 4 hrs
Social Foundations 3 hrs
Student Teaching 10 hrs
Special Methods 4 hrs
29 hrs
Special Sectioning for MULTI-CUL students is provided
T O T A L
P R O G R A M
GENERAL STUDIES
MULTI-CUL students may use electives to develop broad general cultural understandings.
TEACHING AREA SPECILIZATION
Teaching Major 60 hrs
Area Major 78 to 96 hrs
Teaching Minor 36 hrs

MULTI-CUL MINOR AND THE REQUIRED

PROFESSIONAL SEQUENCE



Sixteen of the required twenty-four quarter hours which comprise this departmental minor are earned in four courses designed specifically for the multi-cultural program. The remaining eight quarter hours are electives which are used to gain special insights. The course and curricular structure designed specifically for the multi-cultural program follows:

FIRST YEAR (Spring Quarter)
EDSEC 100 - Introduction to the Problems of Teaching in Cross-Cultural Environments: (5 qtr hrs) This course introduces and develops an awareness of the many cultures in the American society. Students study the processes of education from the perspective of an educator and examine varied agencies in society which provide formal and informal education. Multiple experiences and exposures to educational situations to broaden student perceptions and understandings are provided. Experiential and problem solving approaches to learning are emphasized.

SECOND YEAR (Offered Every Quarter)
EDSEC 200 - Cross Role Experiences in Secondary Schools.(4 qtr hrs) This course develops a philosophical framework for living and teaching in a multi-cultured society. Prospective teachers are introduced to the responsibilities assigned to various educational personnel in secondary schools through direct contact with teachers, counselors, administrators, supporting personnel, and students. Direct experiences are provided through numerous visits to numerous multi-cultural schools and social agencies. Students register for 2 hours credit in each of two quarters in the year. A different assignment is completed each quarter.

THIRD YEAR (Spring Quarter - Integrated Block)

EDSEC 360, Principles of Teaching and Classroom Management (4 qtr hrs)
EDPSY 300, Educational Psychology (4 qtr hrs)
Methods of Teaching Offered by Each Department (4 qtr hrs)
EDSEC 301, Instructional Strategies in Multi-Cultured Secondary Schools (4 qtr hrs)

A special third-year, full quarter integrated "BLOCK" of professional work is provided for each Multi-Cul student. EDSEC 360 (a pre-student teaching laboratory experience already required for all secondary education students) is combined with Educational Psychology (EDPSY 300) and is "TEAM TAUGHT" to take advantage of the daily laboratory experience for observation of learning principles and theories as applied in classrooms.

The third component is EDSEC 301, which helps students develop appropriate skills in applying special instructional strategies of teaching, and learning which focus particularly on multi-Cultural education. Each student must write many objectives in multi-cultural terms; each must teach his classmates at least one of the objectives, must describe the teaching, and must give examples from more than one cultural context. Each student must also prepare at least three inter-disciplinary lesson plans with another person from a different teaching area. One audio visual project based upon a multi-cultural theme and an annotated bibliography on teaching methods and strategies useful in teaching in multi-cultural situations are required.

The special methods course is included when scheduling permits. Such a class is taught by each department which offers a teaching major. Here students are introduced to methods which are particularly relevant to the teaching major chosen by the student.

FOURTH YEAR (Winter Quarter) Senior Seminar

EDSEC 400, Contemporary Problems in Education and Professional Concerns of the Beginning Teacher. (3 qtr hrs)

Taken concurrently with student teaching by all MULTI-CUL students, EDSEC 400 provides an opportunity to examine direct teaching experiences critically. Each student focuses upon contemporary and personally significant problems of education. It emphasizes immediate professional concerns of prospective first-year teachers. The Director of the Program visits each MULTI-CUL student teacher regularly to discuss questions or problems experienced by the student. The director does not serve as the student teacher supervisor; a regular university supervisor is also assigned to each MULTI-CUL student, providing the student with an additional professional friend.

Components of the program which emphasize laboratory experiences are described in more detail later under the heading Direct Experiences.

Students wishing to obtain special competencies in *multi-lingual education* must be able to demonstrate adequacy in languages needed for effective communication with school and community population. Close cooperation with the Foreign Language Department is u[illegible] to secure such skills and to assist the student to demonstrate such spec[illegible]al *multi-lingual abilities*.

Special Competence In A Teaching Field

In addition to the professional MULTI-CUL courses and experiences, eight quarter hours of electives are included as a part of the minor. Academic departments in which students are enrolled for teaching majors and/or minors are encouraged to design and develop specialized offerings for students who elect the MULTI-CUL program. Explicit determination of such specialized offerings is made jointly by the Program Director, the Liaison Faculty and the Advisory Board. Eight hours of credit earned in courses thus identified may be applied to the program. Should the department of the student's major or minor fail to provide such special courses, the Director of the MULTI-CUL Program advises regarding appropriate electives.

In addition to the eight hours of elective credit which may be included as an integral part of the departmental minor, a few major departments make adjustments, substitutions and/or specific adaptations in the major area of study to provide a strong base of specialized content which is particularly relevant to students who are enrolled in the MULTI-CUL program. While it is desirable to maintain joint planning of such adjustments, the primary responsibility rests with the department in which the major is selected.

General Studies to Support Program Choice

The general studies program provides students with considerable choice. Prudent advisement regarding such choices contribute much to development of special competence in multi-cultural understandings and skills. While some courses are obvious as possible choices (i.e. Racial and Cultural Minorities, Economics of the Ghetto, or Drug Abuse and Dependence), there are many additional possibilities. Advisement regarding appropriate choices and assistance in identifying specific courses which hold greatest potential are provided for each student who elects the MULTI-CUL program. Consultation with departments assists in determining courses which provide the greatest potential. General studies courses thus identified and taken by students contribute greatly to the total program but do not count as part of the 24 quarter hour departmental minor. Most students in the MULTI-CUL program are able to enrich their preparation by taking advantage of such opportunities.

Direct Experiences

Of vital importance to the MULTI-CUL program are direct and continuing laboratory experiences. Earlier in the description of curriculum the interrelationships between each laboratory assignment and college classroom instruction were presented. Following is a more detailed analysis of each direct laboratory experience assignment. The overall design of this sequence requires prospective teachers to assume greater professional responsibilities as they gain competence in knowledge and skills. In addition, experiences begin with emphasis on broad, general school-community-social elements and move progressively toward specific professional concerns of teachers.

INITIAL ASSIGNMENT

EDSEC 100, the first basic course in the MULTI-CUL program, requires placement in both the general and the educational community. Questions, observations and problems which emerge help to determine the specific content of the course each quarter. The instructor attempts by use of suggested readings, discussions, and assignments to help students develop a reflective awareness of what they see and feel, as well as to understand the relationship of other cultures to their own lives, individually and collectively. Typical areas of concern include pluralism in democracy, values of other cultures, the students' own values in response to other cultures, advantages of having different cultures, the value of knowing "our" own cultural heritage as well as the cultural heritage of others, political structure of the community, the role and effectiveness of social agencies, the organization of the community for educational ends, and occupational goals of a particular culture.

Students are placed in specific local junior and senior high schools which helps many make initial decisions about teaching. Muncie has three high schools and four junior high schools; in addition there is a K-12 laboratory school at the University. These schools provide varying degrees of multi-cultural student populations. The instructor and student always work closely together. Inner city students are not placed back in an inner city school for their first experience unless the instructor and student decide that an initial "cultural shock", resulting from an assignment in an all-white suburban school, might be detrimental. It has been observed that the cultural shock is not so great, however, for inner city students going out as it is for suburban students entering an inner city school. Gradual changes are planned. Within Delaware County there are several all-white schools. The total community provides for three visitation possibilities: (1) white urban students, (2) black urban students, (3) white rural students, and (4) suburban white students.

Early exposure to different cultures causes introspection. While many students may return eventually to their own familiar cultural origins and serve as outstanding role models because of their broadened and enlightened understandings, the concept of cultural pluralism which is fundamental to our program, suggests that many graduates will make their greatest contributions by assisting "others" to understand, accept and adjust.

DEVELOPMENTAL ASSIGNMENTS

Each MULTI-CUL student must register in EDSEC 200, Cross Role Experiences, in two of the three quarters of the Sophomore year. Registrants in the first assignment are placed in numerous service agencies within the city; they are encouraged to attend churches which are different in culture, religion, and ethnic emphasis; they are expected to initiate conversations with members of different ethnic groups, and they are asked to go to various parks, to the YMCA, YWCA, and Boys' Club and to become involved in games and activities whenever possible. Similar school and community experiences are emphasized throughout the three assignments during the year. The main criterion used in selecting schools and agencies is demonstrated success in working with different multi-cultural students. For prospective multi-cultural teachers to be successful, they need to see effective teaching demonstrated in multi-cultured settings. To assist whites and minority students to learn that economically and culturally disadvantaged students can learn, we provide opportunities for our candidates to witness successful achievement of complex educational tasks in multi-cultured settings.

In the second assignment, intensive field trips are made to schools. When possible, seminars are conducted by school administrators who explain their own functions and responsibilities in a multi-cultured school. Visits for observation and participation are conducted in various cities throughout Indiana as well as schools outside of the state. Such occasions are usually the first time many of our students have visited large city schools. Hughes High School, in Cincinnati, Ohio, a large inner city school of about 2,800 students (approximately 85% of whom are black) is an example of our "out-of-state" visitations. Before visiting Hughes High School, class discussions focus upon present beliefs, fears and sterotypes of a school of this type. Upon arrival, a seminar with the administrators sets the stage for the visit. One of the common fears of many white college students about inner city schools is of walking down the halls and moving about the building. After the seminar with administrators, students are given classroom assignments and a map of the buildings; each must find his assignment alone. Following the visit, students and faulty analyze the beliefs, fears and sterotypes previously identified. The pattern followed at Hughes High School is continued throughout the Quarter as different types of schools are visited in Indianapolis, Gary, and Fort Wayne in Indiana.

In EDSEC 200, students are asked to identify stereotypes of certain groups, to complete research on each stereotype, and to design learning experiences which refute the stereotypes. In this particular experience students may not depend upon emotional reactions; only positive data are accepted as evidence that a specific stereotype is not valid. The analysis of books and other teaching aids which help to perpetuate or reinforce stereotypes, fears and negative feelings toward different groups is included. For example, Sillen and Thomas, in Racism and Psychiatry[4] identify many myths and unsound psychological studies which have been reported in well known professional journals. Early analytical and interpretive experiences introduce critical recognition of stereotypes and appropriate selection of materials for classroom use.

INTEGRATED BLOCK

The third year laboratory experiences are included in the Spring Quarter Integrated Block. In addition to the regular pre-student teaching laboratory experience (EDSEC 360) taken by all secondary education students, multi-cultural students take EDSEC 301, Instructional Strategies for Teaching in Multi-Cultured Secondary Schools, in which they visit selected schools in the Chicago public school system. Approximately one week is spent in Chicago visiting schools which enroll pupils of various ethnic and cultural backgrounds as well as varying combinations of these groups. As an example, Nicholas Senn High School includes 52 different ethnic groups, and offers a well-organized bilingual program consisting of several combinations of languages other than English. Only by taking prospective teachers directly into the environment are we able to gain the full impact of a school like Nicholas Senn High School.

Beginning with the Spring Quarter of 1976, students will complete three such experiences, each in a different setting. In addition, increasing skill in effective human relationships and instructional communication are emphasized throughout the assignment in a junior or senior high school. The variety of direct experiences which builds upon earlier conceptual growth is of great value to the students.

CULMINATING ASSIGNMENT

In the fourth year, student teaching in a multi-cultural setting in Fort Wayne, Indiana is completed during the Winter Quarter. As was cited earlier, every secondary student must complete student teaching, but all MULTI-CUL students are assigned to one city in one quarter to facilitate special activities. To facilitate the special activities required, each MULTI-CUL student registers in EDSEC 400, Contemporary Problems and Professional Concerns, concurrently with student teaching. The Director of the MULTI-CUL program visits each student teacher regularly to provide feedback and support. In the senior seminar, lesson plans and objectives are reviewed with regard to multi-cultural implications and utilization within the classroom. Among other things student teachers are asked, "What kinds of cultural patterns (both verbal and non-verbal) do you think you are seeing in the school and classroom, including eye-contact, greetings to the teacher or each other, speech patterns, cultural expressions, and others?" Experience has shown that the most valued outcome of this senior seminar is the provision of a positive support system for the student teachers.

AFTER GRADUATION

For two years after graduation the Director of the MULTI-CUL program maintains contact with each graduate. Follow-up efforts include as many of the following as possible: letters, audio-tape discussions, video tape discussions, personal contacts, telephone conversations, and questionnaires. The purpose of the extensive follow-up effort are twofold: to continue to provide a positive support system for first and second year teachers and to obtain data for evaluation of the program.

SPECIAL CONSIDERATIONS

Instructional Personnel

University faculty are selected to participate in the Multi-Cultural Program on the basis of special skills and concern for the needs of multi-cultural teachers. To be maximally effective a multi-cultural program should have a multi-cultural faculty. At Ball State University members of the faculty who represent different cultures are selected to work directly with classes as well as to act as consultants and lecturers. Several faculty have volunteered to assist.

It is extremely difficult to place every student in an ideal laboratory situation, but outstanding cooperating teachers help students interpret and analyze their experience. Public school supervising teachers are selected by applying approximately the same criteria as are used to assigning university instructors to the program. All Muncie Community high schools and junior high schools and a few elementary schools are made available for students in the MULTI-CUL program. Standing agreements have been reached by the Administrative Assistant in charge of pupil personnel in the Muncie Community Schools and The Office of Professional Laboratory Experiences at Ball State University.

For the early experiences, students are assigned to different schools each quarter by the MULTI-CUL program director, and classroom assignments are then recommended by each building principal. Student teaching and participation assignments are based upon the availability of cooperating teachers with proven skills in multi-cultural education.

Development and Support

Many professional educators and school personnel in various positions and locations have been involved since the beginning of the program. It is impossible to name all who are contributors to the program, but mention of some personnel and their contributions may be helpful in describing the extent of the university and community involvement in and commitment to the program. Fifteen members of the Department of Secondary, Higher and Foundations of Education participated directly in the program. Eight faculty and administrative personnel from other units within the Teachers College have been involved; some thirty University personnel outside the Teachers College served in a variety of ways, and at least twenty-five school principals have assisted directly. A complete listing of the namesof these individuals is included in Appendix A. Not included are the names of well over 100 classroom teachers from Indiana, Ohio and Illinois who have provided their help and expertise in multi-cultural education. Several "outside" experts have assisted at different stages in the development. Bernard Freund, an expert in human relations, met with early program planners; Ben Thompson, from Antioch College, shared his thinking with those who were designing learning experiences; John Dunworth, now President of George Peabody, provided organizational advice; James Scott, who was chairman of the Sociology Department at Ball State University, aided in personnel identification; and Asa Hilliard, Dean of the College of Education at San Francisco State, assisted in "mid-stream" questioning.

Students Who Select MULTI-CUL

Students in the MULTI-CUL program are drawn from among all of those who intend to pursue a secondary school teaching curriculum. It is particularly difficult at Ball State University to recruit students for this program because prospective teachers must neither "major" nor "minor" in the Department of Secondary, Higher and Foundations of Education. Students who pursue a secondary teaching curriculum "major" in a teaching field and are advised accordingly. In most instances, future secondary teachers have no direct contact with Secondary Education faculty until the junior year. A four-year professional sequence of courses offered in a department which has no automatic involvement with potential students during the freshman and sophomore years must develop avenues of initial contact. At present, several means are used to recruit students.

(1) The Multi-Cul Program Director contacts official and unofficial liaison persons in departments which have freshmen and sophomore classes commonly taken by prospective secondary teachers. Having identified the courses, the director then contacts each instructor and seeks permission to explain the Multi-Cul program to the students;

(2) A computer printout which includes all freshmen and sophomores who have chosen a secondary teaching major is obtained. Letters are sent to selected students informing them of the program. Only students in good standing are contacted;

(3) Evening meetings are held at different campus locations explaining the program;

(4) Students in the program are asked to tell others about the program;

(5) At sophomore professional education identification meetings, students are provided with information which describes the program; and

(6) Freshmen orientation programs each summer enable written materials to be distributed to all incoming freshmen students contemplating teaching.

Although recruitment is not easy, the strength and reputation of this young program has created a strong desire on the part of many first year students to seek admission into the MULTI-CUL program. From the beginning, the program was designed to admit 30 new students yearly, with a goal of 20 graduates annually. In the first year (1972-73) only 18 students were admitted - 10 freshmen, 6 sophomores, and 2 juniors. Each succeeding year the maximum of 30 students has been admitted.

1972-73	18 students
1973-74	30 students
1974-75	30 students
1975-76	30 students
Total	108 students

Of the 108 students admitted to the program, nine have been graduated and fifteen are presently completing a Winter Quarter student teaching experience and will be graduated in the Spring or Summer of 1976.

The present ethnic make-up of the program participants consists primarily of whites and blacks. There are a small number of Jews and Orientals in the program. It is important to note that the white students in the program represent many white ethnic groups - Polish, German, Greek, Italian and Irish. The white ethnic students represent both urban and rural cultures, but the black students in the program are basicly urban in background. The religious make-up of the student population is varied; during the first quarter of the program, eighteen students represented twelve different religions. The ethnic make-up of the participants is representative of the ethnic composition of the Ball State University student body at large.

A high level of commitment to the program is cultivated, and each student is encouraged to feel that the goals of the MULTI-CUL program are vital. An illustration of this is demonstrated in the following account. One of the original members of the MULTI-CUL program was killed in an automobile accident

during student teaching. Her classmates in the program established a Paula Jean King memorial scholarship fund. The sole purpose of this scholarship is to recruit minority students into the MULTI-CUL program.

Budget Factors

The MULTI-CUL program has no separate budget; it is designed to operate within the regular instructional budget of the Department of Secondary, Higher and Foundations of Education. Faculty are assigned to the program as a part of their regular teaching loads. The University, Teachers College, and the Department of Secondary, Higher and Foundations of Education have been very supportive. The following three levels of support have been available:

(1) In beginning stages of the program, the Vice President of Instructional Affairs approved classes with minimal enrollments. On several occasions faculty members were permitted to carry overload teaching assignments so that needs of individual students could be met. Overload assignments represent additional instructional costs and are not encouraged for "on-campus" regular load assignments. Also at the University level, a station wagon is made available so that Multi-Cul students may visit and participate in the local community.

(2) The Dean of Teachers College has supported the program in many ways. Faculty members are reimbursed for travel expenses while arranging for visits and laboratory assignments, while accompanying students on site visits, and while supervising students assigned to off-campus settings. The Dean's Office provided financial support to classes for field trips such as the visit to Chicago. The same support is expected to be continued. Off-campus consultants and guest speakers are financed collegiately.

(3) The department has supported the program through providing faculty members when needed, money for publicity (brochures), and materials which are necessary for the special classes designed by the department.

No reasonable request to support the MULTI-CUL program has been denied. And it is particularly significant, and perhaps unique, that this innovative program was initiated and has been maintained without the benefit of outside

funding. This fact suggests that the program has a solid future at Ball State University. It should be noted, moreover, that one avenue to strengthen the present program would be to include in the program students of widely differing cultural backgrounds, backgrounds which are not currently present at Ball State to any great extent. Attempts will be made to secure financial resources which will support scholarships for such students.

Evaluation Procedures

Procedures established to evaluate the MULTI-CUL program have been dependent largely upon internal assessment techniques. To refine the program and to encourage continued improvement and development with each entering group of students, ongoing assessment has been sought from various sources, including students, faculty, cooperating teachers and administrators. In addition, assistance has been received from the program's Advisory Board and from the liaison faculty. A refined model for external evaluation is still in developmental stages. Application of a more sophisticated design for complete assessment will depend upon graduation of several groups of students. Also mandatory for final evaluation will be our ability to use a criterion measure based upon actual teaching success of graduates placed in multi-cultured schools. Such longitudinal studies will be completed in the future.

Evaluation of the program thus far has focused in four areas: first, on positive learning in classes; second, on familiarity with school operation and a variety of school settings; third, on affective student development; and fourth, on the development of both cognitive and affective teaching materials.

1. Cognitive Learning in Classes

In each of the content courses included in the MULTI-CUL program, particular emphasis is placed on assessing cognitive information acquired by students regarding specific facts relating to cultural, ethnic and religious groups in American society. Cognitive

information which is imperative for students has been identified from sources such as AACTE materials, other programs presented at various conferences throughout the nation and specific information derived from similar courses developed in social psychology fields. Each student's development is assessed by pencil-paper tests and verbal responses. Specificity increases with each cycle of offerings.

2. Familiarity with School Settings

Throughout the entire MULTI-CUL program, attempts are made to provide varied and direct experiences for each student in school and non-school settings. Through in-depth interviews with individual students and through seminar situations in which students are provided opportunities to compare and share experiences and perceptions, assessments are made of the growth and development of each MULTI-CUL student. Progress in understanding and appreciating the realities of MULTI-CUL education in secondary schools is the focus of the professional judgments sought.

3. Assessments of Affective Development

Judgments about the affective development of students with regard to values, attitudes and general feelings are an important consideration in evaluating growth of each student in the MULTI-CUL program. Specific pencil and paper examinations have not been devised. We have depended heavily on judgments of faculty and cooperating public school teachers in evaluating and assisting students in development of appropriate positive attitudes regarding roles and responsibilities which must be assumed by teachers in multi-cultural schools. Considerable opportunity is provided for faculty and students to discuss such items as stereotyping, fear, orientation, flexibility, valuing, conflict of values and other such items which are vitally important to the prospective teacher.

4. Development of Cognitive and Affective Teaching Materials

Particular emphasis is placed in the junior-level course, Instructional Materials for Teaching in Multi-Cultured Secondary Schools, upon development of direct and specific teaching materials which promote learning in content areas and, at the same time, tend to produce desired goals in terms of multi-cultural education. Naturally, a continuing assessment throughout that course is made to ascertain the rate of growth of each prospective teacher in the development of instructional designs which combine content goals of the teaching area major with the broader sociological goals associated with multi-cultural education. In addition, students are encouraged to develop teaching materials which simultaneously characterize both goal areas. Throughout the third year "Integrated Block" experience which is associated with the general methods class, students are provided opportunities for direct application and utilization of their teaching materials in "real life" classroom settings under direct supervision of faculty assigned to the

MULTI-CUL program. Assessment and recommendations for improvement are provided to each student. During student teaching particular emphasis is again placed on direct application and utilization of materials specifically designed to emphasize the multi-cultural nature of the school and the students being served.

Overall evaluation of the success of each student and of the total program is an ongoing feature. From the very first encounter as a Spring Quarter freshmen and throughout the entire program, students and faculty are engaged in a continual assessment program. Every effort is made to assist prospective multi-cultural teachers to grasp the significance of self-evaluation as a professional responsibility. Skill and ability in learning to ask the right questions and to guide the search for answers are important for every professional teacher. Such skill and abilty are doubly important for those who would break new ground in fields such as multi-cultural education.

SUMMARY OF PROGRAM ACHIEVEMENTS

The Program for the Preparation of Teachers for Multi-Cultured Secondary Schools at Ball State University has resulted in many positive achievements for the Department of Secondary, Higher and Foundations of Education and for the Teachers College. Among the many direct and indirect outcomes of this program are the following:

1. There has been a continued increase in student requests for admission to the program and a maximum registration of thirty students into the program each year after the initial year of implementation.
2. Every graduate from the program has obtained employment and most were offered at least two teaching positions in a period of reduced employment of beginning teachers. Numerous letters of inquiry followed publication of a brochure prepared by the Placement Office. Employers are impressed with the program.

3. A survey of public school administrators in the State of Indiana indicated that fifty-five percent of the superintendents who responded saw a need for secondary school teachers who had been prepared with special skills in multi-cultural education.

4. One unique feature of the present program is that it is a four-year, integrated program in teacher education. This has resulted in numerous inquries from other institutions of higher education regarding the specific details of the structure and implementation of the program. The manner in which the four-year program in multi-cultural education has been fused into the regular program to prepare secondary school teachers is another particular strength, for it builds upon an existing program in teacher education and provides a viable alternative which may be chosen by interested students.

5. The existence of the MULTI-CUL program has increased opportunities for inter-departmental consideration of broad cultural issues. The Director of the MULTI-CUL program in the Department of Secondary, Higher and Foundations of Education has been included in numerous campus-wide programs designed to examine social-cultural developments. Students from the MULTI-CUL program often elect to register for courses offered in such departments as Home Economics, Sociology, Anthropology and Health Science. Conversely, students registered in programs such as Criminal Justice, Sociology, Teachers of the Disadvantaged and other similar programs are frequently found in classes which are a part of the MULTI-CUL program. A specific example of such inter-departmental and inter-collegiate cooperation may be illustrated by the fact that the Director of the MULTI-CUL program has been scheduled to teach a course which was initially developed in the Anthropology Department and is now offered by the Department of Sociology; the title of the course is <u>The Black Community</u>

6. Beginning in 1977, the Department of Secondary, Higher and Foundations of Education (MULTI-CUL program) will join with the State Department of Public Instruction for the State of Indiana in publication of a "Multi-Cultural Newsletter". The purpose of the newsletter will be to inform in-service teachers throughout the State of Indiana about developments in multi-cultural education. Items in the newsletter will relate to teaching materials and innovative methodology and will describe successful programs which have been implemented in Indiana.

7. Recent revisions in teacher certification regulations in Indiana demonstrated greater awareness for ethnic education, cultural education and cultural pluralism. We feel that the existence of the MULTI-CUL program at Ball State University assisted in the development of specific language and new certification patterns.

8. Support from community agencies and schools has been outstanding. The level of cooperation and interest expressed by such individuals as Ms. Nancy Seifer of the American Jewish Committee* attest to the vitality and viability of the program.

9. Students from virtually all teaching fields have selected the MULTI-CUL program, including majors in such areas as art, economics, social sciences, English, mathematics, physical education, speech and hearing therapy, biological science and physical science.

10. Interest generated from the MULTI-CUL program is evidenced among graduate students registered at the University. Such interest has resulted in development of a graduate level course designed to meet the needs of in-service of teachers as well as for aspiring school administrators. As a matter of interest, the course is offered as a component of a masters degree major in Education offered in the University's European program.

11. During the Spring of 1975, Ball State University hosted a regional workshop for Educators on the topic of Multi-Cultural Education. Only the efforts, achievements and impetus of the MULTI-CUL program made this possible. Such outstanding educators as James Banks, Asa Hilliard, Gwendolyn Baker, Milo Kalectaca and Mark Krug visited our campus. Every Ball State MULTI-CUL student benefited from this conference through direct participation and through the many resources which were produced.

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* See Appendix B

FINAL STATEMENT

The Program to Prepare Teachers for Multi-Cultured Secondary Schools has been a unique development at Ball State University. It is designed to meet the special needs of teachers who will be teaching in virtually every type of public school in the state and region. Whether the teacher is employed in a large urban school which contains a variety of ethnic and cultural groups or whether the teacher is serving conservative rural communities in the farmlands of the Midwest, the experiences and skills gained in the MULTI-CUL program will result in more effective teaching. This premise is based on the firm belief that the reality of cultural pluralism in our society must be confronted by every American citizen regardless of his particular location at the time of schooling. Our mobile world and our complex and ever changing social structures mandate that each teacher for tomorrow's schools be provided opportunities to gain the special skills, knowledges and professional abilities which are the objectives of the Ball State University Program to Prepare Teachers for Multi-Cultured Secondary Schools.

REFERENCES

1. Journal of Teacher Education. XXIV, No. 4., Winter, 1973

2. Hunter, William A., (Ed.) Multi-Cultural Education Through Competency-Based Teacher Education. AACTE. Washington, D.C. 1974.

3. AACTE Bulletin, XXV, 9, November 1972.

4. Thomas, Alexander and Sillen, Samuel. Racism and Psychiatry. Brunner/Mazel Pub., New York: 1972

APPENDIX A

LISTS OF ASSISTING PERSONNEL

Members From The Department of Secondary, Higher and Foundations of Education

Harry Bell, Associate Professor of Secondary Education, Coordinator of Participation.

Lane F. Birkel, Associate Professor of Secondary Education and Assistant to the Chairman of the Department of Secondary, Higher and Foundations of Education.

Frank Blaser, Associate Professor of Secondary Education.

Richard Brosio, Assistant Professor of Secondary Education.

John Dragoo, Graduate Assistant.

Robert Elsmere, Professor of Secondary Education and Student Teacher Supervisor.

Donald W. Jones, Chairman of the Department of Secondary, Higher and Foundations of Education and Member of Committee which designed the Program.

Patricia Lawler, Associate Professor of Secondary Education and Curriculum.

Charles McClure, Associate Professor of Secondary Education and Curriculum, and Student Teacher Supervisor.

James McClure, Associate Professor of Secondary Education.

Charles Payne, Assistant Professor of Secondary Education and Director of the Preparation of Teachers for Multi-Cultured Secondary Schools Program.

Dennis Redburn, Professor of Secondary Education, Coordinator of Student Teaching, and Member of Committee which designed the Program.

Fran Silvernail, Former Member of the Department of Secondary, Higher and Foundations of Education.

James Stainbrook, Associate Professor of Secondary Education and Student Teacher Supervisor.

William Trenfield, Professor of Secondary Education.

Teachers College

Richard Alexander, Professor of Elementary Education, and Director of Elementary Participation.

Carson Bennett, Professor of Educational Psychology.

Kenneth Joy, Chairman and Associate Professor of Educational Psychology.

Dale Lawver, Assistant Professor of Special Education, and Chairperson of Department.

Leslie J. Mauth, Associate Dean of Teachers College and Consultant.

James V. Mitchell, Dean of Teachers College.

Frank Sciara, Professor of Elementary Education, Director of the Teacher of the Disadvantaged (TOD) and Consultant.

George Swafford, Professor of Educational Administration, and Director of the Office of Professional Laboratory Experiences.

University

Frederick Keith Ault, Associate Professor of Chemistry.

Robert Bell, Vice President for Business Affairs.

James Brown, Professor of Foreign Languages.

Richard Burkhardt, Vice President for Instructional Affairs

Elizabeth Caylor, Assistant Professor of Home Economics.

Marilyn Curt, Associate Professor of Music Education.

Adaline Jones Eastman, Professor of Business Education and Office Administration and Distributive Teaching Education Program.

George Genz, Assistant Professor of Anthropology.

Cecile Gilbert, Professor of Physical Education and Administrative Assistant to Head of Department.

Dan D. Gowings, Associate Professor of Physiology and Health Science

Richard Henak, Associate Professor of Industrial Education and Technology.

Sarah Ingold, Associate Professor of Nursing.

Miriam Kamback, Assistant Professor of Special Education.

Charles Kuhn, Associate Professor of Musical Performance.

Dilip Pal, Associate Professor of Geography.

Bruce E. Partner, Assistant Professor of Mathematical Science.

Douglas Patterson, Assistant Professor of Economics.

E. John Pole, Professor of Educational Administration & Supervision.

Corine Schmidt, Associate Professor of Art.

Joan E. Schreiber, Professor of History and Coordinator of Social Studies Methods.

Frank Sparzo, Associate Professor of Psychology and Educational Psychology.

Joseph B. Tamney, Professor of Sociology.

Rosamond Wetmore, Associate Professor of Library Science, and Administrative Assistant to Department Chairman.

Participating Schools and Principals

Illinois

Goudy Elementary School, Chicago, Illinois, Thomas McDonald
Hayt Elementary School, Chicago, Illinois, Robert Gallagher
Lane Technical High School, Chicago, Illinois, George Mazarakos
Nicholas Senn High School, Chicago, Illinois, John Martin

Indiana

Ben Geyer Junior High School, Fort Wayne, In., David Clancy
Blackhawk Junior High School, Fort Wayne, In., James Richardson
Elmhurst High School, Fort Wayne, In., Richard Horstmeyer
South Side High School, Fort Wayne, In., Jack Weicker
Wayne High School, Fort Wayne, In., William Davis

West Side High School, Gary, Indiana, Quentin Smith

North Central High School, Indianapolis, In., Eugene Cloncs
Shortridge High School, Indianapolis, In., Benjamin Johnson

Burris Laboratory School, Ball State University, Muncie, In., Charles Branch

Central High School, Muncie, In., James Pugh
George Washington Carver Elementary School, Muncie, In., John Wean
Franklin Middle School, Muncie, In., Jack McNew
McKinley Middle School, Muncie, In., Stanley Bobbitt
Northside High School, Muncie, In., Owen Lemna
Southside High School, Muncie, In., James Hedge
Storer Middle School, Muncie, In., Ken Sieber
Wes-Del High School, Gaston, Indiana, Richard Johnson
Wilson Middle School, Muncie, In., Fred McKinley
Yorktown High School, Yorktown, Ind., Robert Pickell

Riley High School, South Bend., Warren Seaborg

Ohio

Hughes High School, Cincinnati, Ohio, Lofell Williams

APPENDIX B

EXCERPTS FROM
LETTERS OF SUPPORT

Excerpt from: *RICHARD M. CROWE*
Director
Equal Educational Opportunity
State Department of Public Instruction
Indianapolis, Indiana

The Division of Equal Educational Opportunities of the Indiana State Department of Public Instruction is firmly convinced of the importance of Teacher Training Programs for Multi-Cultural Education.

We found Dr. Payne's program so commendable that we used it as a model in our presentations to the Certification Division of the Department of Public Instruction when they were revising their Certification requirements. We also used the Ball State Program as a model when we made our presentation at the Public Hearings held by the Indiana Teacher Training and Licensing Commission.

We found his program's thrust and organization to be of superior quality, and felt it to be helpful in developing our recommendations.

Excerpt from: *TERESA DOUBLE*
(Program Graduate)
Association for Retarded Citizens
Adams-Wells County, Indiana

Through the MULTI-CUL program, I was able to realize the uniqueness of students. The program helped me to accept each student as he or she is and to focus on the positive assets of each. The course on resource development has been of particular value as I am responsible for establishing a vital program and developing resources to use with very limited funds.

I sincerely believe that my feelings toward minorities are much more positive and realistic because of the program. Ignorance is perhaps the greatest prejudice factor in society today, and my ignorance of minorities would have undoubtly contributed to greater prejudice. Through the program I gained a greater understanding and appreciation of what it means to be "on the other side of the fence."

The greatest asset of the program was that it made me determine where I stood on many issues and how I felt about "people." It made me sincerely aware of my prejudices and my ignorance. It taught me that to be a good (a really good) teacher takes more than four years of subject content courses and regular education classes. It takes a teacher who is aware of the uniqueness of the students and can appreciate that each student brings his own special heritage. In simpler language, it takes a teacher who "cares" and that is what the MULTI-CUL program is really all about!

Excerpt from: *JANET CHEATHAM BELL*
Consultant for Ethnic Studies - Division of Curriculum
State of Indiana - Department of Public Instruction
Indianapolis, Indiana

Your program in Multi-Cultural Education was invaluable to us in preparing for the in-house hearings on teacher certification requirements.

Because we had a good program which was already operational to show the committee, we were able to convince them that such training was not only necessary, but was actually being done. Consequently, we were able to make some changes in the certification requirements.

Of special help was the distinction which you make between multi-cultural education and ethnic studies. The fact that we had supporting documents from a teacher training institution reinforced our position that the two areas of concern needed to be addressed.

Keep up the good work and I look forward to our continued cooperation.

Exerpt from: *CHRISTI VENEZIA*
(Program Graduate)
English Teacher - New Castle Junior High School
New Castle, Indiana

As far as professional preparation goes, I feel the program did an excellent job. If I had not been in the program and only taken the professional education core I don't feel I'd be adequately prepared to teach.

I feel the program has helped me in finding employment. I went through many interviews and found that most of the recruiters were impressed with the program. I really feel it played an important part in getting me my first job in Dayton. I worked in an 80% black high school and I know the administration was impressed with my background of dealing with various cultural groups. It was a very tough assignment for me but without the program I wouldn't have even felt like I could attempt it.

The follow-up included in the program's design has helped me. When I really felt like a failure and just couldn't make any sense out of my experience in Dayton I could talk with Dr. Payne and he would help me understand what was happening.

Excerpt from: Nancy Seifer
Director, Community Relations
National Project on Ethnic America
A Depolarization Program of The American Jewish Committee
Institute of Human Relations
New York, New York

I would like to congratulate you on your outstanding teacher preparation program. I found your approach so unique and useful that I took the liberty of sending xerox copies of it to a number of professors in the field of multi-ethnic studies and teacher education around the country.

The field is still relatively new, as you well know, and there are a great many educators searching for materials and structures for their programs. The approach you have outlined is one of the most integrated and well thought out I have yet seen. I hope you don't mind if we keep sending it out. Will you send me a batch of the MULTI-CUL brochures?

A P P E N D I X C

PRINTED PROGRAM INFORMATION

MULTI-CUL

Why be an ordinary teacher? Be a MULTI CUL teacher!

Undergraduate Secondary Program
Department of
Secondary, Adult, and Higher Education
Teachers College
Ball State University

Prepare for a Realistic Situation

Prepare yourself to teach your major area to all students in a multi-cultural classroom. Prepare yourself to be able to understand and communicate to fellow Americans. Prepare yourself to be able to do your own thing toward helping to solve one of America's most crucial problems, that of developing cultural and racial harmony. While MULTI-CUL will be concerned with the black-white issues, the emphasis of the program will be on problems in the public schools due to cultural differences such as family and religion.

Why a Multi-Cultural Program?

The public school classrooms of America represent every social class and ethnic group in America, and it seems logical that prospective teachers should prepare themselves to meet this multi-cultured situation. The rapidly increasing number of desegregated schools dictates a need for teachers to prepare for teaching multi-cultured groups. With the problems being encountered within the desegregated classrooms, teachers must be able to understand and analyze their own cultures as well as cultural differences.

What is the MULTI-CUL Program?

The new MULTI-CUL Program at Ball State University does not prohibit any student from majoring in his area of interest.

MULTI-CUL is offered only as a minor; however, it can be scheduled to compliment any teaching major at Ball State. For example, the student may get a teaching major in any area of certification offered at Ball State University and have a minor in Multi-Cultured Secondary Schools. It is possible to get another minor with MULTI-CUL. MULTI-CUL places heavy emphasis on the prospective teacher's being aware of a variety of social, political, and economic backgrounds which are represented in multi-cultured schools. In addition, appropriate teaching skills and attitudes will be developed thru such activities as:

Direct experiences with multi-cultured communities.

Courses designed especially for MULTI-CUL.

Specialized courses designed by major departments.

Appropriate general studies courses offered as electives to strengthen students' backgrounds in Multi-Culture.

Student teaching in a Multi-Cultural school.

After the four year program has been completed at Ball State, there will be a continued contact for the first two years between the graduates of MULTI-CUL and a faculty of the Department of Secondary, Adult, and Higher Education.

Who can be Accepted for the MULTI-CUL Program?

A maximum of 40 students each year are accepted for enrollment in the MULTI-CUL program. In order to create a multi-cultured environment for the participants of MULTI-CUL, a strong effort will be made to select those students with varying backgrounds. Any student regularly enrolled at Ball State may apply.

Program's Assumptions

Some of the assumptions of which MULTI-CUL is designed are as follows:

1. The validity in the belief of the need for expanded and unique exposure to many cultures and multi-cultured secondary schools for teachers in the 70's.

2. The acceptance of cultural pluralism as a reality in the contemporary society of the United States.

3. The acceptance of the concept that we can make a difference in potential teachers by the educational experiences provided.

What Certification is Earned?

Completion of this plan for secondary teacher preparation qualifies the student for obtainment of a teacher certificate in his major area.

When Should Students Enroll in the MULTI-CUL Program?

Students will be accepted for enrollment in the freshman year. The prospective teacher must enter the program by the Spring Quarter of the sophomore year.

What are the Advantages of the MULTI-CUL Program?

Prospective secondary teachers are prepared to begin their teaching in multi-cultured schools. Because of the rapidly increasing number of multi-cultured schools across the nation, the teachers of MULTI-CUL will be prepared for wider job opportunities.

What Kinds of Experiences are Included in MULTI-CUL?

In the freshman year, students of MULTI-CUL will be involved in field work in the community through the many social and professional organizations at Ball State. The experiences will vary from one organization to another as will the students who will participate with a given organization. A strong effort will be made to place students in cultural areas different from their own. These experiences will be provided in Ed. Sec. 100, the first course in MULTI-CUL.

Prior to returning to Ball State for the sophomore year, it is required that each student will visit for two weeks in his home town high school before returning to Ball State. Along with continuing the field work experiences of the freshman year, additional field work is offered in connection with a specially sectioned psychology course in human growth and development. The second course in MULTI-CUL, Ed. Sec. 200, will also be taken at this time.

One quarter of the junior year will be blocked for an intensive professional experience which includes Ed. Sec. 360 (Participation), Ed. Psych. 300, a secondary methods course, and Ed. Sec. 301. This program provides the opportunity for the student to have experiences in a Multi-Cultural classroom each day. The remaining two quarters will be used to complete the student's teaching major, in addition to continued field work. It is also desirable that in addition to the above, students take appropriate general studies courses or specialized courses. The senior year will be used to complete teaching major and appropriate general studies courses or specialized courses, if possible.

One full quarter will be devoted to student teaching in off campus communities which are multi-cultured. Along with student teaching, Ed. Sec. 400 (Senior Seminar) will be taken by students in the respective communities.

Special Competencies

MULTI-CUL will provide the students with the following competencies:

1. A broad understanding of the variety of social, political, and economic backgrounds represented in multi-cultural schools.

2. A first hand knowledge of the wide range of student expectancies.

3. Skill in incorporating and applying various types of instructional strategies and processes appropriate for multi-cultured classrooms.

4. Ability to analyze his own values as they relate to the values exhibited by students and faculty in multi-cultural schools.

5. Ability to relate to and identify with adolescents from a variety of cultural backgrounds.

6. Ability to organize and plan educational experiences (curriculum) which attempt to meet the needs of the total spectrum of students attending multi-cultural schools.

For further information, contact the Director of Teachers for Multi-Cultured Secondary Schools Program:

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BALL STATE UNIVERSITY

Program for the Preparation of Teachers for Multi-Cultured Secondary Schools MULTI-CUL

Prepare for a Realistic Situation

Prepare yourself to teach your major area to all students in a multi-cultural classroom. Prepare yourself to be able to understand and communicate to fellow Americans. Prepare yourself to be able to do your own thing toward helping to solve one of America's most crucial problems, that of developing cultural and racial harmony.

Why a Multi-Cultural Program?

The public school classrooms of the United States represent every social class and ethnic group in America, and it seems logical that prospective teachers should prepare themselves to meet multi-cultured situations.

What Is the MULTI-CUL Program?

The new MULTI-CUL Program at Ball State University does not prohibit you from majoring in your area of interest.

MULT-CUL is offered as a minor, and it can be scheduled to complement any teaching major at Ball State. For example, you may select a teaching major in any area of certification offered at Ball State University and also have a minor in Multi-Cultured Secondary Schools. It is possible to add a second minor. MULTI-CUL places heavy emphasis on the prospective teacher's being aware of the variety of social, political, and economic backgrounds that are represented in multi-cultured schools.

Who Can Be Accepted for the MULTI-CUL Program?

A maximum of 40 students each year is accepted for enrollment in the MULTI-CUL program. In order to create a multi-cultured environment for the participants of MULTI-CUL, a strong effort will be made to select students with varying backgrounds. Any student regularly enrolled at Ball State may apply; perhaps you can be among the limit of 40.

What Certification Is Earned?

Completion of this plan for secondary teacher preparation qualifies you for an Indiana standard secondary teaching certificate in your major area.

When Should Students Enroll in the MULTI-CUL Program?

Students will be accepted for enrollment in the freshman year. You must enter the program by the Spring Quarter of your sophomore year.

What Are the Advantages of the MULTI-CUL Program?

Prospective secondary teachers are prepared to begin their teaching in multi-cultured schools. Because of the rapidly increasing number of multi-cultured schools across the nation, you can be better prepared for wider job opportunities.

What Experiences Are Included in MULTI-CUL?

In the freshman year you will be involved in field work in the community through the many social and professional organizations at Ball State. The experiences will vary, and a strong effort will be made to place students in cultural areas different from their own. Initial experiences will be provided in EDSEC 100, the first course in the MULTI-CUL program.

Additional field work is also offered in connection with a specially sectioned psychology course in human growth and development. The second course in MULTI-CUL, EDSEC 200—another in-school experience—is to be taken at this time.

One quarter of the junior year will be blocked for an intensive professional experience which includes EDSEC 360 (Participation); and EDPSY 300, a secondary methods course; and EDSEC 301. This program provides the *opportunity for you to have experiences in a multi-cultured classroom each day.*

One full quarter will be devoted to student teaching in off-campus communities that are multi-cultured. After graduation, two years of contact with the MULTI-CUL faculty will be provided.

What Are the Course Requirements?

EDSEC 100	Introduction to the Problems of Teaching in Cross-Cultural Environments	5 hrs.
EDSEC 200	Cross-Role Experiences in Secondary Schools	4 hrs.
EDSEC 301	Instructional Strategies in Multi-Cultured Schools	4 hrs.
EDSEC 400	Senior Seminar	3 hrs.
Electives	From various courses in the general studies program	8 hrs.
	Total	24 hrs.

Special Competencies

MULTI-CUL will provide you with:

1. A broad understanding of the variety of social, political, and economic backgrounds represented in multi-cultural schools.
2. A firsthand knowledge of the wide range of student expectancies.
3. Skill in incorporating and applying various types of instructional strategies and processes appropriate for multi-cultured classrooms.
4. Ability to analyze your own values as they relate to the values exhibited by students and faculty in multi-cultured schools.

5. Ability to relate to and identify with adolescents from a variety of cultural backgrounds.
6. Ability to organize and plan educational experiences (curriculum) that attempt to meet the needs of the total spectrum of students attending multi-cultural schools.

Departmental Minor in Secondary School Teaching

Another alternative available to students is a Minor in Secondary School Teaching. This program provides actual classroom experiences in each of the student's years in college, greater development of teaching skills, an individualized program of electives, and continuing professional advisement.

If you are interested in the Minor in Teaching in Multi-Cultural Secondary Schools, please contact . . .

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